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ABSTRACT

This is one of a series of implementation documents prepared in conjunction with the revised minimum standards adopted in 1983 by the Ohio State Board of Education. Its purpose is to provide guidelines for developing a local policy governing selection of instructional materials, including textbooks, equipment, the library collection, and supplementary instructional resources, for both teacher and student use at all grade levels. Included also are suggested selection procedures for responding to objections raised against specific materials. Thereafter, a set of sample policy statements is provided for each of the five components generally included in a comprehensive materials selection policy: (1) philosophy and purpose, (2) designation of responsibilities, (3) selection procedures, (4) selection criteria, and (5) responding to challenges of materials. A selective bibliography is provided, along with five appendixes: (a) library bill of rights; (b) list of national and state associations; (c) request for reconsideration of instructional materials (sample); (d) checklist for reconsideration of instructional material--nonfiction (sample); and (e) checklist for reconsideration of instructional material--fiction and other literary forms (sample). (TE)

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FOREWORD

With the adoption of the 1983 minimum standards, the State Board of Education has established conditions to promote a general education of high quality in all chartered schools. The State Board of Education recognizes its responsibility to give direction to the system of education in the state. At the same time, there is flexibility within standards to establish educational programs that are responsive to local needs.

Minimum Standards for Elementary and Secondary Schools 1983 provide the potential for greatly improving education in Ohio. That potential can be reached through well-structured local and state leadership. To assist responsible implementation of minimum standards, staff in the Ohio Department of Education have prepared an implementation series consisting of fourteen documents. A distinction is made among the publications. Only one, *Procedures for School Evaluations*, is a compliance document. It contains the standards in a format readily used for self-evaluation. School personnel will find information about what is needed for a district and schools within the district to compiy with standards. In the remaining publications, an effort is made to specify what the standard requires. Additional information, guidelines, procedural steps, and sample forms may go beyond what the standard requires. The purpose is to assist the local planning process, not to prescribe what shall be in every school in Ohio.

Minimum standards address the public's increasing expectations for schools with a requirement for competency based education in English composition, mathematics, and reading. Three of the publications, *Process Model for Course of Study, Competency Assessment and Testing*, and *Intervention* are aligned in addressing competency based education. A number of options are described for local consideration.

Appreciation is extended to school personnel who contributed to these publications by sharing their time, expertise, and materials. Appreciation is also extended to staff members who worked untold hours to make these publications possible.

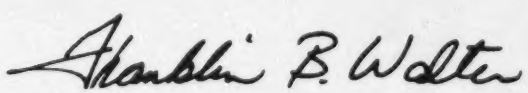

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TABLE OF CONTENTS

I. INTRODUCTION 3

II. GUIDELINES FOR DEVELOPING A MATERIALS SELECTION POLICY 4

III. SUGGESTED PROCEDURES FOR SELECTION OF MATERIALS 7
A. Definitions 7
B. Selection Procedures 8

IV. SUGGESTED CRITERIA FOR SELECTION OF MATERIALS 11
A. General Criteria 11
B. Specific Criteria 13

V. SUGGESTED PROCEDURES FOR RESPONDING TO CHALLENGES OF MATERIALS 16

VI. SAMPLE POLICY COMPONENTS 18
A. Philosophy and Purpose 18
B. Designation of Responsibilities 19
C. Selection Procedures 20
D. Selection Criteria 22
E. Responding to Challenges of Materials 24

VII. SELECTED BIBLIOGRAPHY 28

APPENDIX A Library Bill of Rights

APPENDIX B National and State Associations

APPENDIX C Request for Reconsideration of Instructional Materials (Sample)

APPENDIX D Checklist for School Media Advisory Committee's Reconsideration of Instructional Material—Nonfiction (Sample)

APPENDIX E Checklist for School Media Advisory Committee's Reconsideration of Instructional Material—Fiction and Other Literary Forms (Sample)

INTRODUCTION

I. INTRODUCTION

Effective instruction and learning require adequate and appropriate instructional materials, including textbooks, equipment, the library collection and supplemental instructional resources, for both teacher and student use at all grade levels. The importance of allocating resources and establishing policies for the selection of materials has been addressed in Chapter 3301-35-03 of the Minimum Standards for Elementary and Secondary Schools adopted by the State Board of Education.

The basic authority for establishing a materials selection policy rests with each local board of education. In turn, certificated staff members are primarily responsible for selecting instructional materials within established selection procedures and evaluation criteria. As required by the minimum standards, the materials selection policy and procedures must be evaluated by the board of education once every five years.

The purpose of this publication is to provide guidelines for developing a local materials selection policy and to identify components that may be included in such a policy. Included also are suggested selection procedures and criteria and suggested procedures for responding to challenges of materials. In all likelihood, local boards of education presently have policies and procedures governing the selection of educational materials. If so, they may need only to review and revise the present policy to determine its appropriateness and the degree to which it addresses the minimum standards.

The content of this handbook is based on an extensive review of the literature and selected policies and procedures obtained from school districts in Ohio and other states. Sample policy statements, procedures and criteria, selected resources and a bibliography have been included for use by board of education members, administrators, teachers and others responsible for selecting instructional materials.

GUIDELINES

II. GUIDELINES FOR DEVELOPING A MATERIALS SELECTION POLICY

Recognizing its legal responsibility to establish policies which govern all operations of the schools, each local board of education shall adopt a materials selection policy and ensure the allocation of resources for instructional materials, textbooks, equipment and the library collection. Section B of Chapter 3301-35-03 of the Minimum Standards for Elementary and Secondary Schools outlines specific requirements with regard to the selection of educational materials as follows:

(B) Instructional materials and equipment shall support attainment of objectives specified in courses of study.

(1) Instructional materials, textbooks, and equipment shall be available for teacher and pupil use at each grade level.

(a) Instructional materials, textbooks, and equipment shall be selected according to adopted policies with the involvement of certificated staff.

(b) Instructional materials, textbooks, and equipment shall be current.

(2) A library shall be provided in each school.

(a) The library collection shall:

(i) Be selected according to adopted policies with the involvement of certificated staff;

(ii) Include materials which support attainment of objectives specified in courses of study;

(iii) Include materials appropriate to pupil ages, interests, and educational needs;

(iv) Include current reference materials with at least one set of encyclopedia having a copyright date within the past five years...

Typically, a materials selection policy sets forth considerations which will:

1. complement the philosophy of the district and respect the character of the school community;
2. support the attainment of objectives specified in courses of study;
3. address the educational interests, abilities and learning styles of students;
4. guide in building quality library collections that will support and enrich the curriculum;

GUIDELINES

5. preserve the right of free access to ideas for students and teachers;
6. recognize current educational trends, methods of instruction and teaching styles;
7. aid in interpreting the selection process in the school and the community; and
8. provide a means of meeting potential challenges of censorship and pressure groups.

Specific components of a materials selection policy generally include:

1. statements relative to the district's philosophy and the purpose of the policy;
2. designation of responsibilities for the implementation of the policy;
3. general procedures, and specific procedures as deemed appropriate, for the selection of materials;
4. general criteria, and specific criteria as deemed appropriate, for the selection of materials; and
5. procedures for responding to challenges of materials.

Sample statements for each of the policy components listed above are provided in Part VI of these guidelines.

Some boards of education may wish to adopt a policy which includes all of the above components; others may wish to adopt a broad philosophical statement, and in turn, assign the responsibility for establishing selection procedures and criteria to the superintendent or designee. Some may decide to establish separate procedures for selecting textbooks, equipment and the library collection. Boards of education also may wish to adopt additional policies for accepting gifts and free materials, providing a professional library for teachers and developing a file of human and community resources.

Regardless of the breadth of the district's materials selection policy, it should be developed cooperatively by a representative committee of teachers, administrators, librarians, students, parents and community members. The organization and wording of the materials selection policy should be simple, clear and to the point. It should reflect a straightforward, objective approach and positive attitude. The language should convey the district's philosophy and provide sufficient direction for selecting materials, while at the same time, allow room for choice in the selection of specific materials. The policy, once adopted by the board of education, should be communicated to all school personnel and to the community. In addition, it should be evaluated at least once every five years and revised or reaffirmed as appropriate.

GUIDELINES

The process outlined below is suggested for developing a materials selection policy.

Step 1. The board of education makes a commitment to develop and adopt a materials selection policy.

Step 2. The board of education or its designee appoints an ad hoc committee composed of teachers, administrators, librarians, students, parents and representatives of the community.

Step 3. The board specifies the components to be included in the policy and charges the committee with specific responsibilities. A date is set by which the committee is to submit its recommendations to the board of education.

Step 4. The board of education studies the recommendations of the committee and seeks legal review and public comment.

Step 5. The board accepts or revises the committee's recommendations and adopts a formal written materials selection policy for the school district.

Step 6. Following adoption of the policy, the superintendent or designee disseminates the policy to all school personnel and the community, develops necessary implementation procedures and conducts orientation meetings for certificated staff members and others as appropriate.

PROCEDURES

III. SUGGESTED PROCEDURES FOR SELECTION OF MATERIALS

Instructional materials include all resources used for instruction and learning. These include textbooks, equipment, the library collection and supplemental instructional resources. Evaluating and selecting the best and most appropriate materials is an ongoing process and requires well-defined procedures, criteria and timelines which are included in or consistent with the policy adopted by the board of education.

Selection procedures may vary depending on the nature of the instructional materials being selected. For example, separate committees may be appointed and different procedures used for the selection of textbooks, equipment, library materials and other designated categories of instructional materials. Each category should be clearly defined to facilitate the selection process.

A. Definitions

Generally accepted definitions of various categories of instructional materials are as follows:

1. Textbooks

   A textbook is defined as a manual or book used for instruction to convey the content of a specific subject area. A textbook supports the objectives stated in the course of study and is generally the principal source of study material.

2. Equipment

   Instructional equipment is defined as any apparatus, instrument, appliance or machine used for instruction and skill development. Examples include audiovisual, laboratory and other special equipment used to support the objectives of courses of study.

3. Library Collection

   The library collection is defined as all materials normally found in libraries and resource centers which support and enhance the objectives of all courses of study. The materials include instructional print and nonprint resources appropriate to pupil ages, interests and educational needs. Examples include books, periodicals, audiovisuals, supplemental textbooks and reference and technical materials.

4. Supplemental Instructional Resources

   Supplemental instructional resources are defined as additional aids which enhance teaching and learning and support the objectives of courses of study. Supplemental resources for classroom instruction and professional growth include print and nonprint materials, equipment, activities and services which assist in the attainment of educational goals and objectives. Supplemental resources may be purchased by the board of education or may be received as gifts and free materials.

B. Selection Procedures

The suggested procedures outlined below for selecting textbooks, equipment, the library collection and supplemental instructional resources reflect common practices presently used in many school districts. Variations of these procedures may be developed for accepting gifts and free materials and for determining the suitability of community services and activities.

1. Textbooks
   a. The selection of textbooks is made with the involvement of certificated staff. The superintendent or designee appoints a committee representing teachers, curriculum specialists, librarians, administrators, and others as deemed appropriate. Efforts should be made to ensure the articulation of the subject matter content across all grade levels regardless of the specific grade level text being selected.
   b. The responsibilities of committee members include:
      1) Selecting a chairperson to organize committee functions and to serve as the official representative of the committee.
      2) Establishing a working timeline for completion of tasks.
      3) Reviewing the materials selection policy, procedures and general criteria adopted by the board of education for selecting textbooks.
      4) Reviewing the applicable course(s) of study and current textbook(s) to establish additional selection criteria as appropriate.
      5) Developing useful review form(s) to facilitate the evaluation and selection process.
      6) Obtaining textbook samples from various publishers and arranging meetings with textbook publishers as needed.

PROCEDURES

7) Evaluating the textbook samples in a systematic manner using the predetermined criteria and review form(s).
8) Submitting recommendations to the superintendent or designee for review and approval by the board of education.

2. Equipment
   a. The selection of equipment is made with the involvement of certificated staff. The superintendent designates a certificated librarian, media specialist or other person to coordinate the selection and purchase of instructional equipment, generally in cooperation with an advisory committee representing teachers, librarians, administrators, and others as deemed appropriate.
   b. The responsibilities of the designated coordinator and/or advisory committee include:
      1) Reviewing the materials selection policy, procedures and general criteria adopted by the board of education for selecting equipment.
      2) Inventorying the number and condition of equipment items currently available in the district.
      3) Surveying all teachers to determine the equipment needed to support attainment of objectives specified in each course of study.
      4) Prioritizing new and/or additional equipment purchases.
      5) Arranging for demonstrations of various equipment models as appropriate.
      6) Evaluating various models and items in a systematic manner using the predetermined criteria and review form(s).
      7) Submitting recommendations to the superintendent or designee for review and approval to purchase.

3. Library Collection
   a. The selection of library materials is made with the involvement of certificated staff. The superintendent designates a certificated librarian or other person to coordinate the selection and purchase of library materials in cooperation with an appointed advisory committee representing teachers, administrators, students, parents, and others as deemed appropriate.

PROCEDURES

b. Responsibilities of the designated coordinator and advisory committee include:

1) Reviewing the materials selection policy, procedures and general criteria adopted by the board of education for selecting library materials.
2) Surveying all teachers to determine library materials needed to support attainment of objectives specified in each course of study and to meet the needs and interests of students.
3) Assessing the current library collection to determine the need for new and additional materials.
4) Reviewing actual materials, if possible, and consulting reputable, unbiased selection aids such as the following:

—Bibliographies of selection aids
—General bibliographic indexes
—Specialized subject lists
—Periodical reviews
—Professional journal bibliographies
—Textbook bibliographies.

5) Selecting and prioritizing materials for purchase.
6) Submitting recommendations to the superintendent or designee for review and approval to purchase.

4. Supplemental Instructional Resources

Generally, the procedures for selecting supplemental instructional resources for classroom instruction or professional growth are less structured than those specified above for textbooks, equipment and the library collection. However, since all supplemental materials should support the attainment of goals and objectives, the materials should be evaluated using procedures and criteria which ensure the selection of purposeful, high quality materials and services. Adopted policies and procedures which may affect the selection or acceptance of specific resources, such as gifts, free materials and community activities and services, should be reviewed and followed as appropriate.

CRITERIA

IV. SUGGESTED CRITERIA FOR SELECTION OF MATERIALS

An important component of the materials selection process is the consistent use of general and specific criteria for evaluating the many different materials and products available. Selecting appropriate and quality instructional materials is dependent upon professionally developed criteria which are clearly defined and defensible.

A. General Criteria

General criteria should be developed which are applicable to all instructional materials, regardless of the type of material being selected or the subject matter content and grade level being considered. Definitive measures should be developed for each general criterion to facilitate the evaluation and selection of materials which are unique to a given course of study or class of students. The educational issues and factors outlined below should be addressed when developing general criteria.

1. Overall Purpose

   Selected instructional materials should address the objectives specified in each course of study and reflect the district's educational philosophy.

2. Student Needs

   Selected instructional materials should address general learner needs and individual variances in developmental, physical and emotional maturity, as well as learning styles, skills and interests of all students.

3. Teacher Needs

   Selected instructional materials should be compatible with the instructional styles, preferences and priorities of teachers.

4. Pluralistic and Nonsexist Representation

   Selected instructional materials should foster respect for all people. Women, minorities, ethnic groups, the handicapped and aged should be realistically represented and portrayed. The materials should also reflect a pluralistic society and global interdependence.

5. Authoritativeness

   Selected instructional materials should reflect the competencies of the author, producer and/or publisher. Information on background, education, experience, reputation and previous works are usually taken into consideration when questioning authoritativeness.

CRITERIA

6. Authenticity

   Selected instructional materials should be valid, reliable, complete and objective. As appropriate, materials should have a current copyright or manufacture date.

7. Scope

   Selected instructional materials should be of sufficient depth and breadth for coverage of the subject and be appropriate for grade and age level use.

8. Format and Technical Quality

   Selected instructional materials should be designed in a physical format appropriate to content and intended use. The materials should meet acceptable production standards, be of sufficient quality and be suitably bound or packaged for safety, durability and ease in use and storage. Print materials should be readable and typographically well-balanced.

9. Content Treatment and Arrangement

   Selected instructional materials should present information in a well-organized, challenging and stimulating style. The content sequence should be logical and the style of presentation should be appropriate for intended use.

10. Aesthetic Considerations

    Selected instructional materials should have literary, artistic and social value and should appeal to the imagination, senses and intellect of students.

11. Cost

    Selected instructional materials should have value commensurate with the price, need, potential use and budgetary considerations.

12. Controversial Issues

    Selected instructional materials should present a reasonable balance of opposing sides of controversial issues so that students may develop critical thinking skills. Factual, unbiased instructional materials representing all ideologies, philosophies, religions and political views should be considered. Also, consideration should be given to the literary or social merit of materials addressing sexual topics or containing nonstandard language.

13. Resource Sharing

    Selected instructional materials should complement the existing materials in the school district and community. Given the need and frequency of use, networking, i.e., sharing instructional resources, should be explored prior to purchasing expensive or duplicate items.

14. Trends

    Selected instructional materials should reflect educational, societal and technological trends that increase the effectiveness and usefulness of the materials in meeting student and teacher needs in the present and future.

B. Specific Criteria

While the general considerations mentioned above are applicable for the evaluation and selection of all types of instructional materials, additional criteria should be considered when evaluating and selecting the following specific categories of materials.

1. Textbooks
   a. The total series should demonstrate continuity in the presentation of the content with skills taught sequentially. Consideration should be given to the availability of supplemental teaching materials.
   b. The student text should be organized in an appealing manner. Skills and new concepts should be reinforced systematically. The text should facilitate the development of independent study and comprehension.
   c. The teacher edition should be easy to use and should contain practical, flexible options for presenting and testing key concepts. It should also contain a bibliography for student and teacher use.
   d. Materials which supplement the textbook should provide opportunities for students to apply their skills and expand their knowledge beyond the basic textbook.

CRITERIA

2. Equipment
   a. A variety of instructional equipment should be selected which can be used with other instructional materials to attain the objectives specified in each course of study.
   b. The equipment should meet desirable performance standards in terms of specific functions.
   c. Consideration should be given to the following properties and factors:
      1) operational ease
      2) durability
      3) dependability
      4) portability
      5) availability of service
      6) maintenance costs
      7) reputation of the manufacturer
3. Library Collection
   a. Reference materials such as dictionaries, encyclopedias, atlases, yearbooks and subject matter reference materials should be current. At least one set of encyclopedia shall have a copyright date within the past five years.
   b. Nonfiction materials should be purposeful and accurate. The materials should supplement and enrich the curriculum, as well as provide additional information of interest to students.
   c. Fiction materials should be purposeful and relevant to the interests and needs of students at various levels of maturity. Consideration should be given to such factors as the structural development of the plot, theme and characters; clarity of style; creativity and imaginative appeal; and stereotypes and biases.
   d. Nonprint materials, such as films and filmstrips, records and tapes, globes, maps and computer software, should have artistic and technical quality.
   e. Periodicals should present various points of view on current issues and ideas, such as political, social and scientific concepts.
   f. Newspapers should be of general circulation and report matters of local, state, national and international importance.

CRITERIA

g. Vertical files of pamphlets, articles, brochures and clippings of current but limited use and interest should provide timely and valuable information on a given topic or issue.

h. The library collection should contain multiple copies of popular and frequently used materials. Items or books in a series should be examined individually prior to purchasing the entire series. Items subject to renewal subscriptions should be evaluated annually. Significant items or books which are worn or missing should be replaced, and out-of-date or useless items should be withdrawn from the library collection.

4. Supplemental Instructional Resources

Supplemental materials, equipment, activities and services should contribute to the educational philosophy of the district and meet the objectives specified in the course of study. They should be evaluated and selected according to the considerations and criteria noted above.

Gifts, free materials and donated services also should meet established criteria and be of high quality. Consideration should be given to any special conditions requested by the donor or desired by the board of education.

Commercially produced or sponsored materials also should meet accepted criteria and be of high quality. They should not attempt to establish exclusivity for a particular product, service or ideology. The source of funds and sponsoring organization should be known so that the point of view and content may be evaluated critically. Any advertising that appears on or with any material should be in good taste and unobtrusive.

CHALLENGES

V. SUGGESTED PROCEDURES FOR RESPONDING TO CHALLENGES OF MATERIALS

Despite the thoroughness and integrity of the process through which educational materials are evaluated and selected, objections to specific textbooks, library materials and other instructional resources occasionally may be made. It is important that the board of education adopt a policy and establish procedures for responding to challenges of materials or include appropriate procedures in the general materials selection policy.

Typical components of a policy regarding challenges to materials include:

1. statements relative to the district's philosophy concerning the rights of students and teachers to free access to ideas;
2. designation of person(s) responsible for accepting and responding to challenges of materials;
3. specific procedures, forms and timeline for processing a formal challenge;
4. specific criteria for reviewing and evaluating the merits of a challenge;
5. statements relative to the retention or removal of the challenged materials during the review process; and
6. designation of the board of education as the final authority in the decision to retain or remove challenged material or to alter its materials selection policy.

Suggested procedures for responding to challenges of materials are outlined below. The procedures are adaptations of those found in a review of sample policies and the literature.

1. The complainant is referred to a previously designated administrator.
2. The administrator shares the board adopted policy, procedures and criteria used in selecting instructional materials with the complainant.
3. If the initial objection or concern is not resolved, the complainant is provided the appropriate form(s) on which a formal complaint may be submitted.
4. The administrator notifies the superintendent of the complaint.

CHALLENGES

5. Upon receipt of the formal written complaint, the superintendent or designee requests a review of the merits of the challenge and an evaluation of the material by an appointed ad hoc committee. The review committee should include teachers, administrators, parents, students, librarians, member(s) of the original selection committee and community members as deemed appropriate.
6. The challenged material is retained or removed during the review process pursuant to the previously adopted board policy.
7. The ad hoc review committee takes the following steps after receiving the formal complaint:
   a. reads, views or listens to the challenged material in its entirety;
   b. reevaluates the material using the previously established selection criteria;
   c. determines the extent to which the original criteria were valid and/or appropriately applied; and
   d. completes and submits to the superintendent a written report stating its findings and recommendations.
8. The superintendent presents the findings and recommendations of the review committee to the board of education.
9. The board reviews the committee's findings and recommendations and issues a decision regarding the formal challenge.
10. Following the board of education's directive, the superintendent or designee informs the complainant, and others as deemed appropriate, of the decision and takes appropriate action as necessary.

The following sample forms for the reconsideration process in responding to challenges of instructional materials are included as appendices:

Appendix C—Request for Reconsideration of Instructional Materials

Appendix D—Checklist for School Media Advisory Committee's Reconsideration of Instructional Material—Nonfiction

Appendix E—Checklist for School Media Advisory Committee's Reconsideration of Instructional Material—Fiction and Other Literary Forms

SAMPLES

VI. SAMPLE POLICY COMPONENTS

This section of the *Materials Selection Guidelines* contains sample statements for each of the five components generally included in a comprehensive materials selection policy. No policy has been reproduced in its entirety; however, the source of each selected sample has been designated.

A. Philosophy and Purpose

1. The Board of Directors of the _____ School District hereby declares it is the policy of the District to provide a wide range of instructional materials on all levels of difficulty, with diversity of appeal, and the presentation of different points of view and to allow review of allegedly inappropriate instructional materials.

   Iowa Department of Public Instruction
   Des Moines, Iowa

2. The school library-media center functions as an integral part of the total educational process. Its program reinforces the philosophy of the school district by "providing meaningful learning experiences for each student as an individual."

   The overall objectives are:

   a. To implement, enrich, and support the educational program
   b. To stimulate leisure reading
   c. To encourage a lifelong reading habit

   Fairview Park City Schools
   Fairview Park, Ohio

3. The primary objective in the selection of materials is to implement, enrich, and support the educational program of the school. Materials should be provided which will enrich and further develop the curriculum, support the educational, civic, and cultural activities of groups and organizations, and encourage wholesome recreation and constructive use of leisure time.

   Mustang Public Schools
   Mustang, Oklahoma

4. The educational philosophy of the school district calls for "an educational environment with learning opportunities that foster intellectual, physical, social and emotional development at a pace and level commensurate with each student's unique blend of aptitudes, achievements, needs, learning styles and interests."

   To fulfill this broad goal, courses of study prescribe the curriculum to be taught. Instructional materials are selected and adopted to support the curriculum. The purpose of this policy is to set the understanding upon which these materials are to be selected.

   The instructional materials selected for use in classrooms and/or resource centers will provide a wide range of materials on all levels of difficulty, with diversity of appeal and the presentation of different points of view.

   To this end, the board of education asserts that the responsibility of curriculum committees, the district curriculum council, the district media center and school resource centers is to:

   a. Provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities and maturity levels of the students served;

   b. Provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards;

c. Provide a background of information which will enable students to make intelligent judgements in their daily life;

d. Provide materials on contrasting sides of controversial issues so that students may develop the practice of critical analysis;

e. Provide materials representative of the many religious, ethnic and cultural groups and their contribution to our American heritage; and

f. Place principle above personal opinion and reason above prejudice in selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the users of the resource centers and the classroom.

Sylvania City Schools
Sylvania, Ohio

B. Designation of Responsibilities

1. The board of education has the ultimate responsibility for the adoption of classroom instructional materials and those in the resource center collections. The responsibility for the selection of instructional materials—print and non-print—is delegated to the professionally trained personnel of the school district.

   Selection of materials may involve many people: principals, teachers, supervisors and other professional media personnel. The responsibility for coordinating the selection of instructional materials rests with the assistant superintendent for instruction.

   Sylvania City Schools
   Sylvania, Ohio

2. The responsibility for the selection of instructional materials is delegated to the professionally trained and certificated staff employed by the school system. For the purposes of this procedure the term "instructional materials" includes printed and audio-visual materials (not equipment), whether considered text materials or library/media center materials.

   While selection of materials involves many people (principals, teachers, supervisors, library/media specialists, students, and community persons), the responsibility for coordinating the selection of most instructional materials and making the recommendation for purchase rests with certificated personnel.

   Findlay City Schools
   Findlay, Ohio

3. The responsibility for the selection of instructional, supplemental and resource materials is delegated to the professionally trained educational personnel employed by the school system. The actual selection of materials will involve the administrators, classroom teachers, counselors and librarians.

   Responsibility of selection:

   a. In selecting resource center materials consideration shall be given to requests from students, faculty and administrators, who have submitted requests on the appropriate forms provided.

   b. Ultimate decision concerning selection of all resource center materials rests with the librarian(s).

   c. In cases of impasse resulting from differences of opinion between the librarian and the request of a classroom teacher, the principal of the school will make the final resolution of the impasse.

   Fort Thomas City Schools
   Fort Thomas, Kentucky

SAMPLES

C. Selection Procedures

1. Textbooks
   a. Selection shall be made by a committee of the professional staff.
   b. Appointment of committee to be made annually by the principals in consultation with the supervisor of instruction.
   c. Provision shall be made for all grade levels and the appropriate high school department to be represented.
   d. Principals and supervisor of instruction shall serve ex officio.
   e. Approval of committee by the Board of Education.
   f. Duties of committee:
      (1) Review all textbook samples received from publishers
         A—Samples must be on the approved adoption list received from the State Department of Education.
         B—In the cases of high school courses where there are no submitted texts, then approval from the State Department of Education must be obtained for the text desired.
      (2) Input solicited from the entire staff in each school.
      (3) Use of predetermined criteria.
      (4) Recommendations for adoption shall be approved by a majority of the committee.
      (5) The recommended list of books for adoption shall be submitted to the superintendent for presentation to the Board of Education.
      (6) A copy of the listing of final recommendations will be signed by the members of the textbook committee to indicate the accuracy of the listing. A copy of the listing will also be circulated to the staff for their inspection for accuracy. These committee members who object to the selection of a particular text (or series of texts) may file their objection with the Central Office through the Committee Chairperson.
   g. Approval of final report by the Board of Education.

      Iowa Department of Public Instruction
      Des Moines, Iowa

2. Library books, print materials, periodicals, audio-visual resources, computer systems, and instructional equipment.
   a. Selection of all materials considered part of the Instructional Materials Center collection, plus all instructional materials housed in resource centers or classrooms which are not text materials involves principals, teachers, students and media specialists. The responsibility for coordinating the selection of these materials and making recommendations for purchase rests with the professionally trained media specialist.
   b. Criteria for selection of materials shall be consistent with the general criteria for materials selection (see Sec.). In addition the media specialist will evaluate existing materials and the curriculum needs, and will consult reputable selection aids and other appropriate sources.
   c. In addition, consideration will be given to providing materials which reflect a variety of view or opposing sides of issues, and provide background information needed by students and teachers to make intelligent judgements.
   d. Gift materials shall be judged by these same criteria and shall be accepted or rejected by these criteria.

SAMPLES

e. Selection shall be forwarded to the Superintendent through the Principal for purchase throughout the year.

Northeastern Local Schools
Springfield, Ohio

3. Media
   a. In the selection of materials for the library/media center, the librarian/media specialist will evaluate the existing collection and the curriculum needs and will consult reputable, professionally prepared selection aids and other appropriate sources.
   b. Recommendations for purchase will be solicited from faculty and students.
   c. Gift materials shall be judged by established criteria and shall be accepted or rejected by those criteria.
   d. Selection is an ongoing process which should include the removal of materials no longer appropriate and the replacement of lost and worn materials still of educational value.

Northeastern Local Schools
Springfield, Ohio

4. Supplementary Instruction Materials for Classroom Use
   a. Supplementary instructional materials include such items as books, book collections, reading lists, dramatic productions, films, filmstrips, etc., which originate with the teacher and are *not* a part of the adopted textbook or of the resource center collection although they may be processed through the resource center. They refer also to those materials which may be considered for rental or for purchase either by the school or by class members.
   b. These materials must have a demonstrable source for their use in the written curriculum guides developed for use by and for the faculty.
   c. These materials must be approved for use in the particular course by the members of the department in which they are used and at a regular meeting of the department.
   d. At least a majority of the members of the department must approve the materials. If there are members who cast a dissenting vote, their names shall be kept as a matter of record.
   e. In the case where these materials are considered for purchase, decisions regarding specific quality and brands will be made in cooperation with the department, the principal and the school's purchasing agent.

Iowa Department of Public Instruction
Des Moines, Iowa

5. Classroom Supplies

   Classroom supplies shall be selected in each school according to the method developed by the Principal and the teaching staff, with final decisions made by the Principal.

Northeastern Local Schools
Springfield, Ohio

6. Field Trips and Human Resources

   It is the responsibility of the Principal and the instructional staff to select field trips, persons making presentations to groups of students, or classroom speakers which meet instructional needs. It is expected that the same care will be exercised in selecting this instructional resource as is afforded other types of resources.

Northeastern Local School
Springfield, Ohio

SAMPLES

D. Selection Criteria

1. The following criteria for selection of materials will be used as they apply:
   a. Materials shall support and be consistent with the general educational goals of the district and the objectives of specific courses.
   b. Materials shall meet high standards of quality in factual content and presentation.
   c. Materials shall be appropriate for the subject area and for the age, emotional development, ability level, and social development of the students for whom the materials are selected.
   d. Materials shall have aesthetic, literary, or social value.
   e. Materials chosen shall be by competent and qualified authors and producers.
   f. Materials shall be chosen to foster respect for minority groups, women, and ethnic groups and shall realistically represent our pluralistic society, along with the roles and life styles open to both men and women in today's world.

   Findlay City Schools
   Findlay, Ohio

2. The criteria for selection of materials will include the following:
   a. Needs of the school
      (1) Based on requests from administrators and teachers
      (2) Based on knowledge of the curriculum
      (3) Based on present collection
   b. Needs of the individual student
      (1) Based on knowledge of children and youth
      (2) Based on requests of students, parents, and other patrons
   c. Provision of a wide range of materials on all levels of difficulty, with a diversity of appeal and the presentation of different points of view.
   d. Provision of materials of high artistic and literary quality.
   e. Provision of materials with superior format.

   Selection of materials will be determined by reading, examination, and checking of reputable, unbiased, professionally prepared, selection aids.

   There shall be the fullest practical provision of material presenting all points of view concerning the problems and issues of our times—international, national, and local. In order to promote a sound basis of understanding, materials on all ethnic and cultural groups with their contributions to our American heritage will be included. Materials of merit presenting an honest aspect of some problem of life will not necessarily be excluded because of the language used or frankness of content.

   Norman Public Schools
   Norman, Oklahoma

3. Criteria and procedures for selection of resource center materials
   a. Consideration of needs of the school based on knowledge of the curriculum and of the existing collection
   b. Qualifications of materials for purchase
      (1) Authoritativeness
      (2) Appropriateness
      (3) Importance of subject matter
      (4) Quality of writing or production
      (5) Readability and popular appeal
      (6) Format and price
   c. Consultation of reputable, unbiased, professionally prepared selection aids

d. Acceptance of gift materials in accordance with selection standards

e. Replacement of worn or missing standard items

f. Continuous evaluation of the collection with the withdrawal of inappropriate and out-of-date materials.

Fort Thomas City Schools
Fort Thomas, Kentucky

4. Criteria for Selection of Materials

a. Criteria for Evaluation of the Physical Aspects of Materials

(1) Materials should be suitably bound or packaged for safety, durability, and ease with which they may be used and stored.

(2) Materials should meet accepted standards of technical quality, including typographical clarity, accuracy, authoritativeness, appropriateness of content, organization, and sequence.

b. Criteria Related to Student Learning Concerns

(1) Materials within a collection of resources should: a) provide for a range of individual differences in learning styles, skill and interest levels by providing a variety of presentations, activities and experiences; b) provide for learning enhancement, creative and independent thinking, and personal enrichment by incorporating exercises, activities, study aids, thought provoking problems and references to additional sources; c) include citations to appropriate reference sources; d) provide for the development of independent living skills; e) encourage the development of an understanding of human and environmental ecology.

(2) Content should be presented with fairness and balance in treating human diversity; in showing the variety and value of such differences; in discouraging stereotypic views, clarifying social values, and encouraging an appreciation and tolerance for various customs. Works representative of such diversity including those of minorities and women should be made available.

(3) Materials should be provided which will be appropriate to the physical and educational needs of students with handicapping conditions whether those handicaps are developmental, physical, learning, or emotional.

c. Criteria for Evaluation of Teaching Applicability

(1) In relation to textbooks and audio-visual resources, materials should include complete and accurate summaries of the content, processes and skills taught. They should include complete bibliographic information.

(2) Materials should include information on the instructional, interest, reading, language, and vocabulary levels. The topical or subject areas should be clearly designated. Any applicability to bilingual/bicultural needs should be noted.

(3) Information should be provided with the materials on their purpose, philosophy, and points of view. The author/ producer's relevant expertise should also be described.

(4) Materials should provide for assessment, evaluation and corrective feedback of student entry skills, progress and exit skills.

(5) Materials should meet the needs of the particular educational environment by:

a) fulfilling a currently unmet need for specific resources,
b) being reasonable in cost,
c) being usable within the institutional and instructional settings and instructional schedule.

SAMPLES

(6) Materials should be compatible with the goals and objectives of the total curriculum.

(7) Materials should be compatible with the needs, preferences, skills and priorities of subject area educators.

New Hampshire Department of Education
Concord, New Hampshire

E. Responding to Challenges of Materials

1. Challenged materials

The principles of the freedom to read and of the professional responsibility of the staff must be defended, rather than the materials.

Resource Center Materials

If a complaint is received, the procedures to be followed will be:

a. Courteously ask the complainant to file his/her objections in writing on the appropriate forms. Legal residents of Fort Thomas or parents or legal guardians of students who are attending the Fort Thomas public schools on a tuition basis may file a complaint to challenge materials.

b. Notify the library committee and the superintendent of the receipt of the written complaint.

c. The library committee will serve in an advisory capacity concerning challenged materials. The library committee will be composed of the principal, the professional librarian(s), two faculty members appointed by the principal whose subject area would be affected by the complaint, and two lay persons to be appointed by the superintendent upon recommendation of the principal. These individuals would all be from the school receiving the complaint. The committee may work in either open or closed sessions at their discretion. All balloting shall be by secret ballot.

d. The library committee will, within 10 school days after the receipt of the completed form:

(1) read or examine the materials in question,
(2) check acceptance of the materials in professional reviews.

Fort Thomas City Schools
Fort Thomas, Kentucky

2. Questionable and Challenged Media

If an objection to a selection is made by the public, the procedures are as follows:

Be courteous and inform the patron of the process of media review. Make no commitments.

Invite the complainant to file his/her objections in writing. Use of the attached form is recommended for this purpose.

Temporarily withdraw material pending a decision of the media committee.

There shall be a media committee for each of the secondary schools and one for the combined elementary schools. The committees will consist of the school librarian as chairman and a minimum of five school personnel appointed by the principal at each secondary level school, and by the elementary curriculum coordinator at the elementary level.

The committee will be on call by the school librarian for the purpose of:

Screening questionable media, and by a majority vote of the committee, recommend placing or not placing the media on the library shelves.

Reading and examining challenged media by using the following suggested procedures:

Check general acceptance of materials by reading professional reviews.

Meet to discuss the media and prepare a report on the decision of the committee. This decision will result in reinstatement, restriction, or removal of the material.

File a copy of the committee report in the school office and the administrative office.

Oklahoma Department of Education
Oklahoma City, Oklahoma

3. Reconsideration of Challenged Materials

Despite the care taken to select appropriate and valuable materials and the qualification of the persons involved in the selection, occasional objections to a selection are made. When such objections occur, principles of freedom of information and the professional responsibility of the staff are defended rather than specific materials.

Persons requesting permission to examine materials may examine such materials in the library media center in a way so as not to disrupt the normal operations of the school.

If a complaint is made, the procedures are as follows:

a. School personnel are courteous to a complainant, make no commitment, advise the complainant to arrange a conference with the principal, and notify the principal of the complaint.

b. It is the complainant's responsibility to arrange a conference with the principal.

c. At this conference, the principal invites the complainant to file his or her objections in writing on the form Request for Reconsideration of School Library Materials.

d. A complainant who does not complete and return the form receives no further consideration.

e. Upon receipt of the completed form, the principal requests review of the challenged material by the School Library Media Center Advisory Committee within 15 working days, and notifies the Media Supervisor and Superintendent that such review is being done.

f. The Committee takes the following steps after receiving the challenged materials:

   (1) Reads the entire book, views, or listens to the material in its entirety.

   (2) Checks general acceptance of the material by reading reviews and consulting recommended lists.

   (3) Determines the extent to which the material supports the curriculum.

   (4) Completes the appropriate "Checklist for Advisory Committee's Reconsideration of Material," judging the material for its strength and value as a whole and not in part.

g. Upon receipt of the checklist, the principal makes a decision as to the action to be taken and notifies the complainant, the Media Supervisor, and the Superintendent.

h. If there is a need for further review, the principal refers the complainant to the Superintendent or the Superintendent's designated representative and forwards all pertinent documentation to the Superintendent's Office.

SAMPLES

i. The Superintendent or the Superintendent's designated representative may then convene a District Media Review Committee which is representative of the total school district.

j. The District Media Review Committee follows the same procedures as outlined for the School Library Media Center Advisory Committee and reports its recommendations directly to the Superintendent.

k. The Superintendent presents the report of the District Review Committee to the School Board and makes recommendations for action.

l. The final decision is determined by the School Board.

Florida Department of Education
Tallahassee, Florida

4. Guidelines for Reconsideration of Materials

It is recommended that a student or his/her parent should have the right to reject the use of library resource center materials which seem incompatible with his/her values and beliefs. It is further recommended that classroom assignments involving library resource center materials provide for alternate choices. This procedure is consistent with the National Council of Teachers of English statement on *Students' Right to Read*, which is endorsed in its entirety. However, no parent has the right to determine the reading matter for students other than his/her own children.

Any parent who wishes to request consideration of the use of any library resource center material in the school must make his/her request in writing on forms provided through the building principal. The completed form is to be returned to the principal. If the principal is unable to satisfy the complainant during an informal conference, he/she should refer the matter to the Review Committee. No administrator, librarian or teacher should agree to withdraw an item without referring it to the Review Committee which determines whether the material should be withdrawn from any or all schools.

This Review Committee is appointed as needed with recommendations for its membership being made by the Coordinator of Library Media Services and approved by the Superintendent. Its membership normally consists of:

Voting Members (familiar with the grade level material)

Assistant Superintendent for Instruction
Curriculum Consultant
Principal
Library Media Specialist
Instructional staff member
Coordinator of Library Media Services, Chairman

Non-Voting Members (representing the school which received complaint)

Complainant(s)
Principal
Library Media Specialist
Instructional staff member(s)

SAMPLES

The material is reviewed and judged by this committee as to conformity with selection criteria and instructional goals. The decision of the committee is submitted to the complainant and a file of the objection and decision is kept by the Coordinator of Library Media Services.

In the event that the complainant does not accept the decision of the Review Committee, he/she may appeal to the Board of Education through the Superintendent. The final decision then rests with the Board of Education.

Norman Public Schools
Norman, Oklahoma

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APPENDIX A

LIBRARY BILL OF RIGHTS

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

1. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.

2. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.

3. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.

4. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.

5. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.

6. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Adopted June 18, 1948.
Amended February 2, 1961, June 27, 1967, and January 23, 1980, by the ALA Council.

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APPENDIX B

NATIONAL AND STATE ASSOCIATIONS

AMERICAN ASSOCIATION OF SCHOOL LIBRARIANS
50 East Huron Street
Chicago, Illinois 60611
Phone: 312/944-6780

AMERICAN LIBRARY ASSOCIATION
Office for Intellectual Freedom
50 East Huron Street
Chicago, Illinois 60611
Phone: 312/944-6780

ASSOCIATION FOR EDUCATIONAL COMMUNICATIONS AND TECHNOLOGY
1210 16th Street, N.W.
Washington, D.C. 20036
Phone: 202/833-4180

NATIONAL COUNCIL OF TEACHERS OF ENGLISH
1111 Kenyon Road
Urbana, Illnois 61801
Phone: 217/328-3870

NATIONAL EDUCATION ASSOCIATION
1201 16th Street, N.W.
Washington, D.C. 20036
Phone: 202/833-4000

OHIO DEPARTMENT OF EDUCATION
Library Media Center
65 South Front Street
Columbus, Ohio 43215
Phone: 614/466-2761

OHIO EDUCATION ASSOCIATION
225 East Broad Street
Columbus, Ohio 43216
Phone: 614/228-4526

OHIO EDUCATIONAL LIBRARY MEDIA ASSOCIATION
Intellectual Freedom Department
40 South Third Street
Columbus, Ohio 43215
Phone: 614/221-9057

OHIO LIBRARY ASSOCIATION
Intellectual Freedom Department
40 South Third Street
Columbus, Ohio 43215
Phone: 614/221-9057

STATE LIBRARY OF OHIO
Ohio Departments Building
65 South Front Street
Columbus, Ohio 43215
Phone: 614/466-2693

APPENDIX C

Request for Reconsideration of Instructional Materials

School _____

Please check type of material:

( ) Book	( ) Film	( ) Record
( ) Periodical	( ) Filmstrip	( ) Kit
( ) Pamphlet	( ) Cassette	( ) Other

Title _____

Author _____

Publisher or Producer _____

Request initiated by _____

Telephone _____ Address _____

City _____ State _____ Zip _____

The following questions to be answered after the complainant has read, viewed, or listened to the school library material in its entirety. If sufficient space is not provided, attach additional sheets. (Please sign your name to each additional attachment.)

1. To what in the material do you object? (Please be specific: cite pages, frames in a filmstrip, film sequence, et cetera.)

_____

_____

2. What do you believe is the theme or purpose of this material?

_____

_____

3. What do you feel might be the result of a student using this material?

_____

_____

4. For what age group would you recommend this material?

_____

5. Is there anything good in this material? Please comment.

_____

_____

6. Would you care to recommend other school library material of the same subject and format?

_____

_____

_____ _____

Signature of Complainant Date

Please return completed form to the school principal.

[Adapted from "Policies and Procedures for Selection of Instructional Materials," *School Media Quarterly* (Winter 1977) p. 113]

APPENDIX D

Checklist for School Media Advisory Committee's Reconsideration of Instructional Material—Nonfiction

Title _____

Author _____

A. Purpose

1. What is the overall purpose of the material? _____
2. Is the purpose accomplished? _____ Yes _____ No.

B. Authenticity

1. Is the author competent and qualified in the field? _____ Yes _____ No.
2. What is the reputation and significance of the author and publisher/producer in the field?
3. Is the material up-to-date? _____ Yes _____ No.
4. Are information sources well documented? _____ Yes _____ No.
5. Are translations and retellings faithful to the original? _____ Yes _____ No.

C. Appropriateness

1. Does the material promote the educational goals and objectives of the curriculum of district schools? _____ Yes _____ No.
2. Is it appropriate to the level of instruction intended? _____ Yes _____ No.
3. Are the illustrations appropriate to the subject and age levels? _____ Yes _____ No.

D. Content

1. Is the content of this material well presented by providing adequate scope, range, depth and continuity? _____ Yes _____ No.
2. Does this material present information not otherwise available? _____ Yes _____ No.
3. Does this material give a new dimension or direction to its subject? _____ Yes _____ No.

E. Review

1. Sources of review _____
   Favorably reviewed _____ Unfavorably reviewed _____
2. Does this title appear in one or more reputable selection aids? _____ Yes _____ No.
   If answer is yes, please list titles of selection aids.

Additional Comments

Recommendations by School Media Advisory Committee for Treatment of Challenged Materials

Date _____

Signature of Media Advisory Review Committee

_____ _____

_____ _____

_____ _____

[Adapted from "Policies and Procedures for Selection of Instructional Materials," *School Media Quarterly* (Winter 1977) p. 114]

APPENDIX E

Checklist for School Media Advisory Committee's Reconsideration of Instructional Material—Fiction and Other Literary Forms

Title _____

Author _____

A. Purpose

1. What is the purpose, theme or message of the material? How well does the author/producer/composer accomplish this purpose?

   _____

   _____

2. If the story is fantasy, is it the type that has imaginative appeal and is suitable for children? _____ Yes _____ No; for young adults _____ Yes _____ No. If both are marked no, for what age group would you recommend? _____
3. Will the reading and/or viewing and/or listening to material result in more compassionate understandings of human beings? _____ Yes _____ No.
4. Does it offer an opportunity to better understand and appreciate the aspirations, achievements, and problems of various minority groups? _____ Yes _____ No.
5. Are any questionable elements of the story an integral part of a worthwhile theme or message? _____ Yes _____ No.

B. Content

1. Does a story about modern times give a realistic picture of life as it is now? _____ Yes _____ No.
2. Does the story avoid an oversimplified view of life, one which leaves the reader with the general feeling that life is sweet and rosy or ugly and meaningless? _____ Yes _____ No.
3. When factual information is part of the story, is it presented accurately? _____ Yes _____ No.
4. Is prejudicial appeal readily identifiable by the potential reader? _____ Yes _____ No.
5. Are concepts presented appropriate to the ability and maturity of the potential readers? _____ Yes _____ No.
6. Do characters speak in a language true to the period and section of the country in which they live? _____ Yes _____ No.
7. Does the material offend in some special way the sensibilities of women or a minority group by the way it presents either the chief character or any of the minor characters? _____ Yes _____ No.
8. Is there preoccupation with sex, violence, cruelty, brutality, and aberrant behavior that would make this material inappropriate for children? _____ Yes _____ No; young adults? _____ Yes _____ No.
9. If there is use of offensive language, is it appropriate to the purpose of the text for children? _____ Yes _____ No; young adults? _____ Yes _____ No.
10. Is the material free from derisive names and epithets that would offend minority groups? _____ Yes _____ No; children? _____ Yes _____ No; young adults? _____ Yes _____ No.
11. Is the material well written or produced? _____ Yes _____ No.
12. Does the story give a broader understanding of human behavior without stressing differences of class, race, color, sex, education, religion or philosophy in any adverse way? _____ Yes _____ No.
13. Does the material make a significant contribution to the history of literature or ideas? _____ Yes _____ No.
14. Are the illustrations appropriate and in good taste? _____ Yes _____ No.
15. Are the illustrations realistic in relation to the story? _____ Yes _____ No.

(Continued)

APPENDIX E

(Continued)

Additional Comments

_____

_____

_____

Recommendations by School Media Advisory Committee for Treatment of Challenged Materials

_____

_____

_____

Date _____

Signature of Media Advisory Review Committee

_____ _____

_____ _____

[Adapted from "Policies and Procedures for Selection of Instructional Materials," *School Media Quarterly* (Winter 1977) p. 115-116]

NOTES

NOTES

IMPLEMENTATION SERIES

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